DOCUMENT RESUME

ED 183 078 HE 012 331

AUTHOR Knight, Lucy
TITLE How Postsecondary Education Can Play a Greater Role in CETA Programs. Working Paper.
INSTITUTION Duke Univ., Durham, N.C. Inst. of Policy Sciences and Public Affairs.
PUB DATE Sep 79
NOTE 38p.
AVAILABLE FROM Institute of Policy Sciences and Public Affairs, Duke University, Durham, NC 27706

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ancillary Services; Basic Skills; Compensatory Education; Definitions; *Economically Disadvantaged; *Employment Opportunities; Employment Programs; *Federal Legislation; Federal Programs; *Government School Relationship; Higher Education; History; Laws; *Postsecondary Education; School Community Relationship; Special Services; Underemployed; *Vocational Education
IDENTIFIERS *Comprehensive Employment and Training Act; Formula Funding

ABSTRACT

Reauthorization of the federal government's main jobs and training program, the Comprehensive Employment and Training Act (CETA), P.L. 95-524, has resulted in legislative changes that could lead to greater participation of postsecondary institutions. This paper addresses those changes and serves as an introduction and guide to CETA. The changes amending the original 1973 act include, among other things: (1) increasing the extent to which CETA funds are targeted to serve either the structurally unemployed or the temporarily unemployed; (2) protecting some of the funds and reserving them to be spent on education and training; (3) requiring that area educational agencies be notified about providing CETA sources; and (4) creating a new program to encourage support by the private sector, including cooperative innovative education programs in postsecondary institutions. Definitions of key terms in the legislation, how CETA funds are allocated, and activities that can be funded under the law (jobs, training and vocational education, basic education, services, and research and evaluation) are reviewed. It is concluded that the recent changes combined with existing provisions offer postsecondary institutions wide and flexible opportunities for involvement, but that much of the responsibility rests on the institutions. Appended are: the evolution of the CETA law, by program title; the Department of Labor allocation of CETA funds; formulas for allocating CETA funds to sponsors; and fiscal 1978 budget request. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183078

WORKING PAPER

HOW POSTSECONDARY EDUCATION CAN PLAY A GREATER ROLE IN CETA PROGRAMS

by

Lucy Knight

September, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lucy Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

HE 012 331

CENTER FOR EDUCATIONAL POLICY

INSTITUTE OF POLICY SCIENCES AND PUBLIC AFFAIRS

Duke University

Table of Contents (By Section)

Changes accomplished by the new law . . . . . p. 2

Definitions of key terms . . . . . p. 3

How CETA funds are allocated . . . . . p. 4

Activities that can be funded under CETA

Jobs . . . . . p. 7

Training/vocational education p.12

Basic education p.18

Services p.21

Research and evaluation p.24

Conclusion p.27

Appendices

Appendix A - The Evolution of the CETA Law, Program Titles Only . . p.28

Appendix B - The Department of Labor Allocates CETA Dollars p.29

Appendix C - Formulas for Allocating CETA Funds to Sponsors p.30

Appendix D - CETA Funding p.31

HOW POSTSECONDARY EDUCATION CAN PLAY A GREATER ROLE IN CETA PROGRAMS

by

Lucy Knight

The world of federal jobs and training programs is perhaps an alien one to many postsecondary educational institutions, but that situation may soon be changing. The federal government's main jobs and training program, CETA (the Comprehensive Employment and Training Act), has recently been reauthorized by Congress and, in the process, changes have been made in the legislation that could lead to greater participation of postsecondary education institutions in CETA.

Legislative changes alone, however, will not be sufficient. Postsecondary educational institutions that remain ignorant of CETA and how it works are still one step removed from participating in the CETA programs. This paper is especially written for them, to serve as an introduction and guide to CETA. After briefly reviewing some of the recent changes in the law, considering its most central definitions, and discussing how the CETA funds are allocated, the paper outlines in some detail the types of activities in postsecondary educational institutions which CETA funds can be used to support.

The extent of postsecondary educational institutions' present participation in CETA can only be guessed. There have been no statistics collected by the Department of Labor, which administers CETA, on the number of postsecondary institutions that have participated. However, DOL officials believe that the rate of participation has been very low.[1]

It is widely observed that of all the postsecondary institutions, community colleges and technical institutes have, until now, been most active in CETA. This is probably so for two reasons: first, these institutions serve a large

number of the type of student--low-income and unemployed--that is eligible to participate in CETA programs; and second, these institutions often have close ties to their local governments. They are therefore more likely to be aware of CETA and understand the political process by which funds are allocated within the community. Although it is only an estimate, the American Association of Community and Junior Colleges (AACJC) believes that roughly half of the 1,000 community colleges in the country receive CETA funds.

Changes

Changes accomplished by the Comprehensive Employment and Training Act Amendments of 1978 (P. L. 95-524),which amended the original 1973 Act, could now mean that a greater number of postsecondary institutions participate in CETA than ever before. These changes include:

*increasing the extent to which CETA funds are targeted to serve either the structurally unemployed or the temporarily unemployed

*protecting some of the funds targeted for the structurally unemployed from being spent on jobs and reserving them to be spent instead on education and training

*making a prime sponsor's receipt of the funds for activities for the structurally unemployed conditional upon its reaching an agreement with the educational institutions in its service area regarding the provision of CETA services

*requiring that educational agencies in the area be notified by the prime sponsor that they have the opportunity to enter into such an agreement(this is a requirement in the regulations, not the law)

*setting aside $1.2 million in fiscal year 1979 to support new approaches for dealing with the unemployment problems of youth undertaken by postsecondary institutions

*creating a new program to encourage the participation of the private sector in the employment and training of the unemployed, funds from which may support innovative cooperative education programs in postsecondary institutions.

Finally, in the process of amending law, Congress also reorganized the title structure, with the result that some of the old programs (such as Title I) have been placed under different titles of the new law. These programs have, in effect, been given new names, as will be indicated below. (See Appendix A for a chart of the changes.)

Definitions

In order to understand CETA, it is as important to understand and be clear about the definitions which the law uses as it is to be clear about the program's various titles. The phrases "economically disadvantaged," "underemployed person," and "unemployed person," are used precisely throughout the law, and therefore have also been used precisely throughout this paper. These phrases have been defined in the law to mean:

economically disadvantaged:

a person who is either
- a) a member of a family which receives public assistance
- b) a member of a family whose income during the previous 6 months on an annualized basis was such that
  - 1) the family would have qualified for public assistance if it had applied; or
  - 2) it does not exceed the poverty level (determined annually by the federal Office of Management and Budget); or
  - 3) it does not exceed 70 percent of the lower living standard income level (determined annaully by the Department of Labor);
- c) a foster child on whose behalf state or local government payments are made;
- d) where such status presents significant barriers to employment,
  - 1) a client of a sheltered workshop
  - 2) a handicapped individual
  - 3) a person residing in an institution or facility providing 24 hour support such as a prison, a hospital, or community care facility; or
  - 4) a regular outpatient of a mental hospital, rehabilitation facility or similar institution

underemployed person:

- a) persons who are working part-time but seeking full time work; or
- b) persons who are working full-time but whose current annualized wage rate is not in excess of (for a family of one), the higher of either:
  - 1) the poverty level; or
  - 2) 70 percent of the lower living standard income level

unemployed person:

a) a person who is without a job for at least seven consecutive days prior to application for participation. A person shall be considered as being without a job if, for seven consecutive days, such person
   1) worked no more than 10 hours; and
   2) earned no more than $30; and
   3) was seeking and available for work; or

b) a person who is
   1) a client of a sheltered workshop
   2) institutionalized in a hospital, prison or similar institution; or

c) a person who is 18 years of age or older and whose family receives public assistance or whose family would be eligible to receive public assistance but for the fact that both parents are in the home; or

d) a person who is a veteran who has not obtained permanent unsubsidized employment since being released from active duty. Such persons shall be considered to meet "unemployed" eligibility requirements regardless of the specific term of unemployment required.

These words are used in these senses throughout the descriptions that follow.

How CETA Funds are Allocated

Any postsecondary institution that wishes to become involved in CETA must understand thoroughly the way that CETA funds are allocated. Most of the funds are allocated by the Department of Labor to its network of prime sponsors, which, in turn, suballocate their funds to public and private agencies and institutions in their communities. Unless otherwise indicated, all of the programs described here are funded through prime sponsors. For fiscal year 1979 the prime sponsors were 66 cities, 180 counties, 144 consortia (combinations of city and/or county governments), 49 states* and territories and 20 cities, counties, or rural areas operating under exceptional circumstances, or as concentrated employment programs, and 170 Native American organizations.[2]

Many local governments have assigned responsibilities for administering

*In rural areas where no local government or consortium of local governments is serving as prime sponsor, the state does so.

CETA to their employment and training office or human services department. These, therefore, are the types of offices a postsecondary institution might contact to find out more about its prime sponsor and its CETA programs. Each state's Governor's office has a list of all of the prime sponsors in the state.

The procedures by which a prime sponsor allocates CETA funds within their own community are fairly complex, involving a series of public hearings, public meetings of the planning council, and consultation with a variety of groups. Under the new amendments, prime sponsors are now required to submit to the Department of Labor a master plan which, among other things, provides evidence that the plan has been developed through a continuous process of consultation with interested groups in the area, including representatives of postsecondary education agencies.

Prime sponsors must also submit an annual plan to DOL. This plan contains the budget for the program year, a summary of last year's accomplishments and a good deal of other information. Under the new amendments, prime sponsors are now required to notify "appropriate educational agencies and institutions" that the annual report is available for comment 45 days before it is submitted to DOL.

The steps that a postsecondary institution should follow if it is interested in applying for CETA funds are:

1. find out who its prime sponsor is
2. find out who the prime sponsor's CETA planner is
3. make an appointment to talk with the planner
4. talk with the planner
5. become familiar with CETA in its area
6. find out the CETA funding process of the area
7. determine the method for submitting the funding application

8. complete and submit the application

9. be visible and active on a year-round basis[3]

In talking with one's CETA planner, it is important that one do it at the right time of year. The prime sponsors usually do their planning for the upcoming federal fiscal year during the summer and make their final specific plans towards the end of August or beginning of September. Thus, it is good to have been in contact with a prime sponsor sometime in the spring. It is also true, however, that prime sponsors rarely make long-range plans that call for spending all of the funds they will have available during the coming year. The first quarter of the fiscal year can be a good time for colleges and universities to approach prime sponsors, since that is often the time when prime sponsors can first tell the amount of that fiscal year's funding that will not be spent by the activities already planned. Thus, while prime sponosrs may get deadlines each year for applications, special circumstances make it wise for post-secondary institutions to keep in touch at other times of the year.

But not all of the Department of Labor's CETA funds are allocated through the network of prime sponsors. Funds also go to the offices of the Governors of the 50 states and territories as well as to organizations representing native Americans and migrant and seasonal farm workers.

Each Governor must submit a "Governor's coordination and special services plan" to DOL in which is described how the state plans to spend its allocation. The funds may be used to coordinate employment, training, and education services offered throughout the state to assure there is no duplication of services, to provide prime sponsors with technical assistance and support special model training and employment programs. The Governor's office of each state can provide details on its particular plan.

CETA funds can be spent in a number of ways. For purposes of description, these can be grouped into the general categories of jobs, job training/

vocational education, basic (pre-high school) education, services, research, and evaluation. We have used these categories in the pages that follow.

Within each category, the information is further organized by the name of the title and part (and, in some cases, by the name of the subpart) of the program being described. This is done because it is these names (Title II, Part B or Title IV, Part A, Subpart 1) that will be used in any discussions between a postsecondary institution and a prime sponsor about possible CETA funding. These names are the "lingo" of the CETA world and the sooner they are mastered, the sooner an institution will be able to participate in that world effectively.

The reader will note that a particular type of activity will often be an eligible activity under several or all of the title/parts of a particular category. For example, a secondary institution may be able to fill the same job slot using funds from either Title II-Part D or Title III-Part A. The differences between the programs, as is explained below in greater detail, are in who is eligible to fill the job (Title II-Part D places clear restrictions on eligibility) and how a postsecondary institution goes about applying for the funds (Title II-Part D funds are handled by prime sponsors only; Title III-Part A funds are awarded selectively by the Department of Labor).

Finally, a word of caution. The information below is drawn from the CETA Amendments (P. L. 95-524) and their implementing regulations.[4] These documents remain the final authority on the programs and should be read closely by anyone interested in participating in a CETA program.

Activities That Can Be Funded Under CETA

Jobs

Like other employers across the country, postsecondary institutions have job slots whose salaries may be paid for with CETA funds. The type of job that can be thus supported varies depending on which of the CETA programs the funds are drawn from. None of the jobs may be for a period longer than 78 weeks, and once a person has been employed in one CETA job for that length of time, a period of five years must pass between the day he started that work and the day he starts

the next CETA job. Generally, the wages paid may be no more than $10,000 (with the exception of jobs under Title VI).

The following limitations apply to the various types of jobs fundable under CETA programs:

Title II: Before a prime sponsor may receive any Title II funds it must first provide DOL assurances that it shall make agreements with state or local educational agencies or postsecondary educational institutions. These agreements will deal, in part, with employment programs, which, among other things, may consist of the employment of persons in postsecondary institutions.

Title II-Part D Jobs: jobs must be at entry level, be combined with training and supportive services if reasonably available and be designed to move the participants into unsubsidized employment (unless they are in-school youth). Temporary employment can also be provided through work experience programs to individuals who are waiting to be placed in a training program or a public service job.

To be eligible for a job under Title II-Part D an individual must be economically disadvantaged (see definitions on p.3 to find out how the CETA law defines this term), be unemployed at the 20 weeks immediately prior to application. Alternatively, an individual is eligible if he or she is a member of a family which is receiving public assistance. In either case, the person must reside within the prime sponsor's jurisdiction and not have quit his or her job within the last six months.

Title III provides funds for "Special Federal Responsibilities," through the awarding of grants and contracts by the Department of Labor directly to prime sponsors, public and private agencies, and organizations. The authority provided in Title III can be used by the Department selectively to allow it to create special national programs which it believes are needed. Regulations describing the focus of each program and the restrictions on eligibility will be issued by DOL on an individual basis. The following descriptions indicate the range of types of jobs that are authorized by the law.

Title III-Part A jobs: Funds are available under this title to support jobs for special groups, including offenders, persons of limited English language proficiency, handicapped, women, single parents, displaced homemakers, youth, older workers, individuals who lack educational credentials, public assistance recipients. Or the funds may be used to create jobs in order to eliminate or reduce critical skill shortages in the nation's labor force, or to serve individuals who become unemployed as a result of large scale loss of jobs in a locality,

caused by the closing of a facility, natural disasters or other types of circumstances. Jobs for displaced homemakers may be supported, especially in the private sector, in order to meet identified needs within the community. Jobs for offenders are also eligible, and for Indians, migrant and seasonal farmworkers. Part A also contains the authority for the Department of Labor to create jobs to remove architectural barriers to the handicapped.

Title III-Part B jobs: jobs may be supported with this title's funds if their creation is part of an experimental and demonstration project whose purpose fits with the title's mandate. Some of those purposes include: testing the usefulness of sheltered employment for the difficult to employ, meeting of workshortages, improving techniques and demonstrating the effectiveness of specialized methods in meeting employment and training problems, serving the needs of special groups like alcoholics, juvenile delinquents, and ex-addicts.

Part B includes the authority for DOL to support voucher demonstration projects. These are projects which demonstrate the efficacy of providing vouchers to economically disadvantaged persons who are unemployed or underemployed. Using the vouchers, private employers can offer them jobs. The voucher pays for the individual's wage.

Title IV is the youth programs title. The nature of types of jobs which may be supported is less restricted under this title. Public service jobs are defined to include jobs "in education" and jobs to remove architectural barriers to the handicapped to public facilities (such as state universities) and energy conservation projects. Minimum wage requirements apply.

Title IV-Part A, Subpart 1, Youth entitlement jobs: the purpose of this part is to support part-time jobs for youth between the ages of 16 and 19 who are in school during the school year and full-time employment (or part-time combination with training) during the summer. Only a few prime sponsors across the country, however, have been selected to participate in this program, which guarantees a job to each eligible youth served by the prime sponsor participating. Youths can be employed on projects operated by institutions of higher education. To be eligible, a youth must be unemployed or underemployed or in-school and be a member of a family with a total family income at or below 85 percent of the low living standard income level.

Title IV-Part A, Subpart 2, Youth Community Conservation and Improvement Projects jobs: jobs to be provided through this subpart include those that involve the removal of architectural barriers to access, by handicapped persons, to public facilities,

rehabilitation or improvement of public facilities. The same eligibility requirements apply as in Subpart 1, above.

Title IV-Part A, Subpart 3, Youth Employment and Training Program jobs: this is the general jobs and training programs for youth within CETA. Jobs in the fields of education and health care are supportable with Subpart 3 funds, as are jobs to remove architectural barriers to access, for handicapped persons, to public facilities, and rehabilitation of public facilities. Jobs should be combined with training to the estent possible. Prime sponsors are required to coordinate to the extent appropriate with postsecondary institutions, among others. Representatives from postsecondary educational institutions must belong to the youth council each prime sponsor must establish to advise its planning council for this program.

Five percent of the funds for this subpart are reserved for the Governor of each state to spend on certain authorized activities. These include providing employment assistance to youths under the care of the state.

Title IV-Part C, Summer Youth Program jobs: funds from this part may be spent to pay for employing economically disadvantaged youth between the ages of 14 and 21 in structured and well-supervised work (funds in the program are also used for offering basic education and training). Postsecondary institutions are encouraged to give academic credit for the competencies the youths gain from participating in the program during the summer. All of the employment activities authorized in other CETA programs except public service employment are eligible for support under this program.

Title VI jobs: This title supports public service jobs for individuals who are out of work temporarily because of cyclical changes in the economy. Two types of jobs will supported: short-term jobs requiring some previous job experience and jobs (whether long-term or short-term) which are entry level jobs. To the extent possible, public jobs should be provided in occupational areas which are most likely to expand in the publis and private sectors and should meet community needs (if that is comparable with the first objective). At least 50 percent of a prime sponsor's funds received from Title VI must go to the employment of participants in jobs that last no longer than 18 months. The basic wage of no more than $10,000 may be supplemented by the prime sponsor as long as no more than 10 percent of the prime sponsor's allocation for Title VI is used for the purpose of wage supplementation and as long as the supplement equals no more than 10 percent of the maximum federally supported wage for that area.

To be eligible for a job under Title VI, an individual must be unemployed at the time of application and have been unemployed for at least 10 out of the 12 weeks immediately prior to application and have a family income which does not exceed the lower living standard income level. Althernatively, an individual is eligible if he or she is a member of a family which is receiving public assistance for 10 of the last 12 weeks immediately prior to application. In either case, the person must reside within the prime sponsor's jurisdiction and not have quit his or her job within the last six months.

Title VII Jobs: These funds are to be used to encourage private business and other non-profit groups to train and employ CETA participants. While most of the money will be spent by the prime sponsors on training, services, and coordination programs, the law does authorize prime sponsors to use Title VII funds to provide on-the-job training subsidies on a declining ratio to wages over the period of training.

It is important to note that ,within a community, the greatest competition over CETA funds will be in the area of jobs. This is for the obvious reason that having a job slot paid for with CETA funds is the most direct way for a local government, business or other organization to save money. Those post-secondary institutions that are the most knowledgeable about how the local government, and especially the prime sponsor, operates and the most well-connected within the world of local politics will stand the best chance of receiving the job slots.

For fiscal 1979, Congress has appropriated a total of $2.516 billion for Title II-Part D and $3.474 billion for Title VI. It has been estimated that these funds will create 267,000 jobs under Title II and 358,000 jobs under Title VI. In the summer of fiscal 1979, the summer youth program (Title IV-Part C) is expected to fund 1 million jobs of 10 weeks' duration costing $740 million. Prime sponsors are likely to allocate funds from other titles to Part C, which would create as many as 55,000 additional jobs. In the summer of fiscal 1978, 65,000 jobs were created in this way.[5]

Training/Vocational Education

CETA has always provided extensive funds for training but the new law gives this activity even more emphasis. Percentages of funding are set aside under several of the titles to be spent on training, together with counseling and other supportive services. It can be expected that in the next few years prime sponsors will be spending more of their funds than ever before on training programs.

The term "training" is not defined in the CETA law, but two descriptions are provided in the final regulations of the two types of training most commonly found, classroom training and on-the-job training, which together effectively define the term. Classroom training, the regulations state, is training normally provided in an institutional setting which is designed to provide individuals with technical skills and information required to perform a specific job or group of jobs. However, it may also include remedial education, training in the primary language of persons with limited English language skill or English as a second language training.

On-the-job training is training in the private or public sector provided a participant who has been hired first by the employer and which occurs while the person is engaged in productive work and which provides him or her with the knowledge or skills essential to the full and adequate performance of the job.

Regardless of which type of training is involved, the CETA law requires that the person to receive the training be assigned to receive it only after those responsible have determined that there is a reasonable expectation that that person will be employed in the occupation after training. Nor may a person be referred to an occupation which requires less than two weeks of training unless there is a job immediately available in the occupation with the short training term.

Throughout the law, different kinds of training are mentioned as examples of the kind of training that can be supported. These include: on-the-job training (such training could be provided by subcontract with a postsecondary institution, if the private employer did not have the staff to do the training), vocational education (training in the classroom) or other educational settings (such as laboratory or workshop), work experience (short-term or part-time work for the inexperienced worker), and apprenticeships. Cooperative education programs are eligible in some cases.

The following limitations apply to the various types of training fundable under CETA titles:

Title II: before a prime sponsor may receive any Title II funds, it must first provide the Department of Labor with assurances that it (the prime sponsor) will make agreements with state or local educational agencies or postsecondary educational institutions. These agreements will deal, in part, with training programs which, among other things, may consist of vocational training designed to prepare individuals for employment, as well as all other types of training provided for under CETA.

Title II-Part B job training: training of all sorts is one of the major types of activities supported by this part. Institutional skill training, on-the-job training and training leading to self-employment are all eligible. The funds may be used to pay for allowances for persons in training for which they receive no remuneration. Allowances to pay for transportation, subsistence and other expenses incurred in training or employment may be paid for with these funds.

Those eligible to participate in training funded under Title II-Part B are those persons who are economically disadvantaged (as defined by the law), and who are unemployed, underemployed (as defined by the law) or in school.

Title II-Part C job training: this part is primarily for retraining individuals who are working at jobs which require less than their full skill potential, and for upgrading employees working at jobs above the entry level who are to be retrained for jobs for which adequate trained persons are not available. Upgrading programs will be conducted by the public or private employer, through agreements with the prime sponsor but the retraining programs, which are for individuals who have been laid off, may be conducted by prime sponsors or employers.

In addition to the eligibility requirements mentioned above for those being upgraded, CETA also requires that they have been working for at least the previous six months with the same employer, either at an entry level job, or at an unskilled or semi-skilled position, or at a position with little or no advancement opportunity in a normal promotional line.

Title II-Part D job training: most of the funds from this title will be spent on creating jobs, with a percentage of funds (10%) set aside for training. (The percentage increases each fiscal year). The training to be provided must be at entry level. To be eligible, an individual must be economically disadvantaged (as defined by the law), be unemployed at the time of application and have been unemployed during 15 of the 20 weeks immediately prior to application. Alternatively, an individual is eligible if he or she is a member of a family which is receiving public assistance. In either case, the person must reside within the prime sponsor's jurisdiction and not have quit his or her job within the last six months.

Title II - Governor's six percent set aside for supplemental vocational education assistance: six percent of all of the funds availalble to the prime sponsors in each state for Title II are set aside by the Department of Labor for that state's Governor's office to spend. Through the state vocational education board, these funds are available to provide needed vocational education services across the state. To receive the funds, a prime sponsor must establish an agreement with the board on how it plans to spend the money. According to one CETA official, these "six percent" funds are greatly underspent across the country. They are therefore a good place to look for funds.

Title III provides funds for "Special Federal Responsibilities" through the awarding of grants and contracts by the Department of Labor directly to prime sponsors, public and private agencies and organizations. The authority provided in Title III can be used by the Department selectively to allow it to create special national programs which it believes are needed. Regulations describing the focus of each program and the restrictions on eligibility will be issued by DOL on an individual basis. The following descriptions indicate the range of types of training authorized.

Title III - Part A job training: while Title III funds can be spent on all of the types of training eligible in other titles of the CETA law, Title III funds may also be spent to provide training for special groups. These groups include the handicapped, women, displaced homemakers, single parents, youth, older workers, offenders, those with limited English speaking ability, Native Americans (Indians), migrant and seasonal farmworkers, and self-employed owners and managers. Although there is no provision in Title III stipulating restrictions on the eligibility of participants in Title III-funded programs, the Department of Labor has tended to award the funds to programs targetted on the low-income.

The law contains some special funding setasides for certain of these groups. This is the first year that Title III has contained authority for programs to serve displaced homemakers, single parents and self-employed owners and managers. Although the handicapped and middle-aged and older workers have been served with CETA funds before, this year separate programs have been established for these groups in Title III, Part A. For the handicapped, the Secretary is authorized specifically to train people to work with and assist handicapped individuals. Interpreters for the deaf and aides in classrooms are particularly mentioned. Funds for training the middle-aged and older worker (over 55) are set aside under Part A. This includes vocational education, on-the-job training, and occupational upgrading, second careers programs. The Secretary is authorized to pay for equipment, materials, and other costs necessary for a participant to achieve the objectives of his second careers program. Participants may be involved in these training programs on a part-time or flexible time basis. Eligibility in the middle-aged workers program is restricted to individuals over the age of 55 who are unemployed, underemployed, or economically disadvantaged and who have a family income (exclusive of welfare payments) which is not more than 125 percent of the poverty level established by the Office of Management and Budget.

It should be noted that all of the special groups mentioned in Title III are eligible for programs funded under other CETA titles if they meet the eligibility requirements. The main difference is that Title III funds are awarded competitively directly to the applicant, which may be a prime sponsor or another institution or organization, depending on the program. Applications are submitted directly to the Department of Labor's federal office.

Title III-Part B training: this part supports the more experimental training projects and programs of public agencies and private organizations which use innovative methods and techniques. Among other things, the funds may be spent to conduct supportive training projects for unemployed juvenile delinquents, ex-addicts, ex-offenders to help them make the transition to employment or self-employment (this language is new to Title III-Part B). Individuals on public welfare payments located in sparsely populated rural areas and in densely settled urban areas may receive training. This is also new language, as is the section to fund state boards of vocational education to support community vocational resource centers in economically distressed areas. There must be agreements reached between the prime sponsor and the board to help individuals not in school to reenter school at the secondary or postsecondary level in order to take advantage of vocational skill training programs, cooperative education and work-study programs.

Part B also contains the authority for the Department of Labor to support the training (preservice and inservice) for specialized supportive, supervisory, or other personnel employed in CETA programs.

A last new section in Part B creates the program to stimulate local private economic development described above in the jobs category. Training and retraining programs may be supported if such programs have been designed to foster the growth or introduction of new industries where other industries have been declining.

Title IV: Part A, Subpart 1, Youth Entitlement training: youths between the ages of 16 and 19 inclusive who are in school or planning to return to school are eligible to participate. Only a few prime sponsors across the country are selected to participate in this program. A part-time employment or training or combination can be offered by institutions of higher education. During school year, not to exceed 20 hours on average per week, nor last less than 6 months or more than 9. Students may also be employed at a postsecondary institutions if on-the-job training is included in the arrangement. In setting up its plans to operate an entitlement project, the prime sponsor is required to consult with postsecondary institutions, among others, if they offer high school equivalency programs.

Title IV: Part A, Subpart 2, Community Conservation and Improvement training: unemployed youth between the ages of 16 and 19 inclusive may be trained with funds from this program in skills they need to do the work of conservation and improvement in the community. No training would be supported that was not related to the jobs to be undertaken. Prime sponsors will try to arrange for the youths to receive academic credit for the work they do.

Title IV: Part A, Subpart 3, Youth Employment and Training Program training: extensive training will be supported, both in skills needed to do work that will be supported under this program (work which contributes to the betterment of the community such as weatherizing homes, revitalizing neighborhoods, removing architectural barriers, work in the fields of education, health care, crime prevention and control, historic preservation) and more basic kinds of training in literacy and bilingual skills and basic job skills. Support will be provided for expanding experimental programs in apprenticeship trades and in developing new apprenticeships. Youths enrolled full-time in a community college or junior college or technical or trade school (but not other types of postsecondary institutions) to earn a degree or high school diploma may receive training with funds from this program if they meet the other eligibility requirements. These are that the youth be between ages 16 to 21 inclusive and come from a low income family (as specified in the regulations). Prime sponsors are required in this program to coordinate to the extent appropriate with postsecondary institutions, among others. Representatives from postsecondary educational institutions must belong to the youth council each prime sponsor must establish to advise its planning council for this program.

YETP also includes authority for DOL to award grants on a discretionary basis to support innovative and experimental programs to test new approaches for dealing with the unemployment problems of youth. While funds will be especially awarded to community based organizations, other private organizations, prime sponsors and public agencies may apply. $1.2 million have been allocated by DOL to support such programs in postsecondary institutions. The grants will be awarded by the Fund for Improvement of Postsecondary Education. Funds will support training programs for youths enrolled in postsecondary institutions..

For Part A certain minimum wage requirements apply. Subparts 2 and 3 funds are especially to be used to serve youths of special need, including those without high school diplomas, those who need basic and remedial skill development, women and minorities, veterans, offenders, handicapped.

Title IV, Part B-Job Corps Training : youths (14-22) who belong to the Job Corps will receive training through the program, either from a Job Corps Center or from another source that has been contracted to provide the service. Postsecondary institutions which have training programs in fields that offer these youth secure and meaningful employment and which are located near Job Corps programs may be able to establish such arrangements.

In addition, postsecondary institutions forced to close their doors or to operate using only part of their facilities can sometimes arrange to rent the unused space to the Job Corps program to be used as a Job Corps Center. Laredo Junior College and Laredo State University in Texas and Knoxville College in Tennessee have made such arrangements.

Title IV-Part C Summer Youth Program Training: training is one of the types of activities that may be supported with this program's funds. Training may be of any of the types authorized under other parts of CETA, including on-the-job training and vocational explorations. Participating youth must be economically disadvantaged (as defined by the CETA law) and between 14 and 21 years of age (inclusive).

Title VI-Public Service Jobs Training: with half of the Title VI funds of each prime sponsor required to be spent on public service jobs (including wages and benefits), it is clear that funds for training will receive less support. The law requires that at least 10 percent of the fiscal 1979 Title VI funds a prime sponsor receives must be spent on training and other services such as counseling. (That percentage changes to 5 percent for the years that follow). Those who receive the training must be residents of the area who are employed with jobs under Title VI and who need more training in order to obtain unsubsidized employment. Individuals eligible for Title VI jobs are those who have been unemployed for at least 10 of the 12 weeks immediately before their eligibility is evaluated, who are unemployed at that moment, and whose family income is not more than the lower living standard income level established by DOL for the three months before or who is receiving AFDC aid or supplemental security income benefits.

Title VII-Private Sector Initiative Program training: training of every sort authorized under CETA is eligible for support under this title, but because of the program's special purpose, training on the job with private employers and training which prepares participants for jobs with private employers is likely to be given priority. Funds may also be spent to support the coordination of jobs, training and education between educational institutions and the private sector, and to conduct innovative cooperative education programs for youths in secondary and postsecondary schools that are designed to coordinate educational programs with work in the private sector. Decisions about how a prime sponsor spends its Title VII funds are made after consultation with a Private Industry Council that the prime sponsor must organize in order to receive funds. PICs may also administer the program, if the prime sponsor chooses. One representative from an educational agency or institution must be a member of the PIC. The individuals who receive the training must be economically disadvantaged (as defined by the CETA law) and either enemployed, underemployed or in school (as defined by the CETA law).

For all of these training programs, the general restriction applies that no person shall be trained for an occupation which requires less than two weeks of pre-employment training unless there are immediate employment opportunities available in that occupation.

In the years past, it has been difficult to find out the extent to which CETA programs were being coordinated with other types of vocational education programs. To address this problem, the Department of Labor is supporting a new project of the U.S. Conference of Mayors (USCM). The project is entitled the CETA/Vocational Education Exchange. Prime sponsors, subcontractors and educators will be asked to submit information on what they've been doing and the Exchange will analyze their experiences. In addition, 150 prime sponsors will be surveyed comprehensively. Data to be gathered will include what percentage of a cities' public service employment money is spent on training and how many are trained. A quarterly newsletter will be published as a means of spreading this information.[6]

Basic Education

Under the general regulations for the CETA programs, the Department of Labor classifies basic education under the category, "classroom training."

In particular, CETA funds may support "training designed to enhance the employability of individuals by upgrading their basic skills," remedial education and bilingual education. This is the extent to which this type of program is described in the regulations or the law, a situation which leaves prime sponsors with a good deal of freedom to decide further the kinds of basic education they wish to support. Courses in math, reading and writing would seem eligible, as well as the less traditional types of courses which fall within the definition.

Title II, Part B, basic education: these funds may be spent on providing instruction in basic cognitive skills necessary to get a job or to pursue further education and training designed to prepare individuals for employment. Agreements between state or local educational agencies or postsecondary institutions on conducting Title II programs may include programs for basic instruction. While Title II funds are not targeted to serve a particular age group, the legislation does indicate that the Title II funds used to provide services for youth should be spent to assist them overcoming the barriers they particularly experience to employment, including lack of basic educational skills. Since Title II is the main title for training support, more Title II funds are likely to be spent on basic education than funds from any other title.

Those eligible to participate in Title II basic education programs are those who are economically disadvantaged (as defined by the law) and who are unemployed, underemployed (as defined by the law) or in school.

Title II-Part C upgrading and retraining education: while the Part C program is premarily for retraining individuals who are working at jobs which require less than their full skill potential, such retraining may include education, if that education is needed by the individual in order for him to qualify for a job of greater responsibility or remuneration. A prime sponsor would provide funds to public and private employers to pay the costs associated with such programs. The programs themselves may be conducted by the prime sponsors or by the employers or other organizations or agencies.

Title II-Part D basic education: most of the funds from this title will be spent on creating jobs, with a percentage of funds set aside for training. Since the law and the regulations do not define training, it is possible that some prime sponsors might define it to include basic education skills.

Title III-Part A basic education: Title III-A funds can be spent on all types of basic education programs eligible in other titles of the CETA law. In addition, however, the funds are especially available for

employment and training programs for such special groups as the handicapped, displaced homemakers, single parents, youth, older workers, offenders, those with limited English speaking ability and migrant and seasonal farm workers. Depending how the Department of Labor, which will be awarding these funds either to prime sponsors or directly to other educational organizations and community groups, decides to define "training," funds may also be available for basic education. Title III-Part A funds are currently being spent on programs offered by postsecondary institutions to migrants and seasonal farm workers to help them complete the courses necessary to earn their high school diploma or its equivalent, and to help them move on from secondary school to postsecondary school.

Title III-Part B education: This part supports the more experimental projects and programs of public agencies and private organizations which use innovative methods and techniques. While the emphasis is on training and research, it is possible that some of these experimental demonstration projects would include basic education courses in their programs.

Title IV-Part A. Subpart 1, youth entitlement basic education: Postsecondary education institutions which offer high school equivalency programs may be awarded a subcontract from their local prime sponsors to serve youth who are in this program. Participation in this experimental program is highly competitive; only a few prime sponsors across the country are involved. In setting up its plans to operate an entitlement project, the prime sponsor is required to consult with postsecondary institutions, among others, if they offer high school equivalency programs.

Title IV-Part A, Subpart 3, youth employment and training program basic education: Although most of the funds from this program will go to support specialized job training, the law indicates that basic training in literacy can also be supported. Youths enrolled part-time in a community college or junior college or technical or trade school (but not other types of postsecondary institutions) may receive training with funds from this program if they are aged 16 to 21 inclusive and come from low income families (as specified in the regulations). Prime sponsors are required in this program to coordinate to the extent appropriate with postsecondary institutions, among others. Representatives from postsecondary institutions must belong to the youth council each prime sponsor must establish to advise its planning council for this program.

YETP also includes authority for DOL to award grants on a discretionary basis to support innovative and experimental programs to test new approaches for dealing with the unemployment problems of youth. While funds will be especially awarded to community based organizations, a special $1.2 million in FY79 has been set aside by DOL to be awarded to support such programs in postsecondary institutions. The grants will be awarded by the Fund for the Improvement of Postsecondary Education. The deadline for applications was June 11, 1979.

Title IV-Part B, job corps basic education: Youths ages 14 to 22 who belong to the Job Corps will receive education through the program, either from a Job Corps Center or from another source that has been contracted to provide the service. Postsecondary institutions which have education programs that can serve these youth and which are located near Job Corps programs may be able to establish such arrangements. The law requires that to the extent feasible, arrangements for education should make it possible for the youths participating to earn the equivalent of a high school diploma.

Title IV-Part C summer youth program basic education: basic education to help participating youths develop their maximum occupational potential and find unsubsidized employment may be supported with funds from this part. The funds may also be spent to provide income to youths who without assistance would be unable to attend school. A program under this part may provide any of the types of classroom training authorized under any of the CETA programs. Youth who participate must be between the ages of 14 and 21 inclusive and be economically disadvantaged (as defined by the CETA law).

Title VI-public service jobs basic education: while most of the funds available under this title will be spent on creating public service jobs, prime sponsors are authorized under Title VI to spend their funds for the activities authorized under Title II, Part A of Title III, Title IV and Title VII; therefore funds could be spent on basic education activities. Participants would be restricted to those eligible for the Title VI program. These are individuals who have been unemployed for at least 10 of the 12 weeks immediately before their eligibility is evaluated, who are unemployed at that moment, and whose family income is not more than the lower living standard income level established by DOL for the three months before or who is receiving AFDC aid or supplemental security income benefits.

Title VII-private sector initiative program basic education: basic education may be supported with funds under this title, as may almost all of the other types of activities the CETA law supports. However it is likely that basic education which prepares participants for jobs with private employers is likely to be given priority. Funds may also be spent to support the coordination of jobs, training and education between educational institutions and the private sector. Decisions about how a prime sponsor spends its Title VII funds are made after consultation with a Private Industry Council that the prime sponsor must organize in order to receive the funds. PICs may also administer the program if the prime sponsor chooses. One representative from an educational agency or institution must be a member of the PIC. The individuals who receive the basic education must be economically disadvantaged and either unemployed, underemployed or in school (all as defined by CETA law).

Services

Recognizing that providing training and jobs is sometimes not enough, the CETA law authorizes support for various types of services. In the general regulations, a section is devoted to describing the services in more detail. These include services to applicants, such as outreach and intake of individuals into the employment and training program; services related to employment and training, such as orientation to the world of work, counseling, employability assessments, job search assistance, job referral and placement, and offering

a vocational exploration program (VEP); supportive services, including health care and medical services, child care, transportation, temporary shelter, family planning services, legal services and financial counseling and assistance; and post-termination services, which may involve a thirty day program of the types of services described above. Post-termination services would be provided to individuals who had been working through subsidized employment and were now seeking unsubsidized employment.

Bearing this definition of "services" in mind, the following types of services are supported under the CETA titles indicated:

Title II: the law requires that the prime sponsor provide each participant in the Title II program (whether Part B, C or D) with a "personalized employability plan." This plan should be an assessment of the appropriate mixture of training and employment services that the individual needs and should take into consideration the individual's skills, interests, career objectives, subject to the availability of services, and shall consider the barriers to employment or advancement faced by that individual. This assessment must be done at the time the individual enters the program and shall be reviewed periodically. Prime sponsors may wish to subcontract the compilation and review of these plans to another group, such as a postsecondary institution.

Title II-Part B services: this is the main CETA title for providing training and support services. The services may include job search assistance (orientation, counseling and referral), outreach to make people aware of employment and training services that are available, and services to help people stay employed, such as child care and transportation. Any of the counseling and supportive services eligible under Title III-Part A, Title IV or Title VII (see below) are also eligible under this title/part. Services for youth can include those designed to help them overcome their "insufficient preparation for the personal adaptions necessary for labor force participation."

Title II-Part C upgrading and retraining related services: supportive services may be provided, as part of an upgrading program (see training under Title II-Part C). Supportive services are also an eligible type of expense for the retraining programs, which may be offered by the employer or some other type of organization or agency.

Title III-Part A: funds may be spent on all the types of services eligible for support under other titles of CETA. As explained earlier (see page 7) special programs drawing on this title/part's authority will be designed by the Department of Labor. Among the groups to whom services might be targeted are: handicapped, displaced homemakers, single parents, youth, older workers, offenders, those with limited English speaking ability and migrant and seasonal farm workers.

Title III-Part B services: some of the research and training project suthorized by this part involve the provision of services as defined in the CETA regulations. In Part B authority is provided to expand the guidance and counseling services offered by the community vocational resource centers supported by the Vocational Education Act. State boards of vocational education, through which the centers are funded, are required to provide 50 percent matching funds. Also authorized in Part B are educational and assistance programs to eliminate artifical barriers to employment based on race, sex, age, handicap and marital status. Such programs could invovle the provision of services.

Title IV-Part A, Subpart 3, youth employment and training program services: this is the main program through which services are provided to youth in CETA. Services may include outreach, assessment and orientation, counseling, including career counseling, services to help them retain jobs, and supportive services such as transportation assistance, child care and other necessary services.

Five percent of the funds for this subpart are reserved for the Governor of each state to spend on certain authorized activities. These include helping to establish cooperative arrangements between state and local institutions to provide career guidance and counseling for in-school and out-of-school youth.

This subpart also contains authority for the Secretary of the Department of Labor to establish a discretionary program to support projects that test new approaches for dealing with the unemployment problems of youth, where appropriate, through cooperative arrangements with education agencies to provide special programs and services, including counseling for participants enrolled in secondary school, postsecondary educational institutions and technical and trade schools. Programs coordinated for students in postsecondary institutions will be supported through grants awarded by the Fund for the Improvement of Postsecondary Education. FIPSE has been delegated responsibility for handling this part of the program, and is located in the Assistant Secretary of Education's Office in the Education Division of the Department of Health, Education and Welfare. An amount of $1.2 million was awarded by FIPSE in fiscal 1979.

Further,22 percent of the prime sponsor's allocation for this subpart must be used for programs for in-school youth that are carried out in fulfillment of agreements between prime sponsors and school districts. The agreements may cover, however, students enrolled in full-time programs leading to junior or community college degrees or technical or trade school certificate of completion, as well as programs leading to a secondary school diploma. The agreements must describe in detail the employment, training and supportive services to be provided.

Youths may be participants if they are between the ages of 16 and 21 inclusive, are unemployed, underemployed or in school, and if they are members of households whose incomes do not exceed 85 percent of the lower living standard income level (which exceptions to be determined by criteria established by the Secretary of the Department of Labor.)

Title IV-Part B Job Corps services: counseling and life management skills are required as part of the program offered to students who participate. Postsecondary institutions could subcontract to provide these services with the Job Corps Center in their area.

Title VI-public service employment services: while 80 percent of the funds appropriated for Title VI must be spent on wages and employee benefits, a minimum of 10 percent of the funds (in fiscal 1979; rising to 5 percent thereafter) must be spent on providing training and employability counseling and services for those eligible for jobs under the program who need the training and services in order to get jobs. All the types of services allowed under CETA are authorized.

Title VII-private sector initiative services: most of the funds available under this title will be spent on employment and training but counseling and other services may be supported as a follow-up to training.

Research and Evaluation

Postsecondary institutions are among the types of organizations and institutions which provide the Department of Labor with research and evaluations but, because of the past decade's proliferation fo nonprofit and for-profit research organizations, postsecondary institutions have no monopoly on these contracts. Of the 15 to 20 evaluation contracts to be awarded by DOL in fiscal 1979, less than five of them will be to postsecondary institutions.

Yet, this is not the whole picture. Many of the individuals who are employed part- or fulltime at one of the independent research groups like Brookings Institute are academics by training, many of them only taking a sojourn outside the world of the university. Furthermore, some of the independent research groups are themselves loosely affiliated with or spin-offs from postsecondary institutions. According to Seymour Brandwein, Director of the Office of Program Evaluation at the Employment and Training Administration at DOL, roughly 3/4 of the 35 or so individuals involved in the contracts his office awarded or is going to award during fiscal 1979 are likely to be academics. Thus, as he pointed out, "the distinction between universities and other types of evaluators isn't clear." Because the kinds of evaluation his office is interested in are usually comprehensive, requiring sizeable data collection, he adds, "many universities are not interested or able to do the work."

With these limitations in mind, the following descriptions indicate the range of interests which the research and evaluation offices at the Department of Labor and the National Commission for Employment Policy are authorized under the law to pursue.

It should be added, however, that much research and evaluation of local employment and training projects is supported by prime sponsors. Postsecondary institutions which develop on-going working relationships with their neighboring prime sponsors will find these assignments coming their way. And sometimes the benefits are educational as well. There are at least a few cases around the country, Dr. Brandwein reports, where graduate students have been involved in collecting data from CETA projects and in working with the prime sponsor to do the resulting evaluations, sometimes at no cost to the prime sponsor.

Title III-Part A research: Most of the funds under this title/part are to be spent on employment and training activities of special federal interest; however, under the section authorizing projects for middle-aged and older workers, provision is made for the support of research on the relationships between age and employment. Funds for this would be made available directly from the Department of Labor.

Title III-Part B research and evaluation: this is the main CETA title which provides funds for these two types of activities at the national level. In the area of research, the authority is very broad, calling for employment and training research that uses all of the techniques, methods and knowledge of the behavioral and social sciences and any other methods and techniques that might be used to solve the nation's employment and training problems. Among the topics of special interest are ways to measure future labor demand and supply, ways to test the usefulness of sheltered employment for the difficult to employ, ways to increase knowledge about labor market processes, and research to investigate the effectiveness of job-sharing, work-sharing and other flexible work hour arrangement in various settings, to mention only a few. Experimental projects involving applied research are eligible.

In the area of evaluation, the authority is similarly broad. The Secretary of the Department of Labor is to provide for the continuing evaluation of all programs, activities, and research and demonstration projects supported by CETA. Of special interest is their cost-effectiveness and their impact on communities and participants. For the first time beginning in fiscal 1980, the Secretary is now required to submit to Congress before the fiscal year begins an annual evaluation plan in which he (or she) sets for his department's major themes in the areas of research, statistics and evaluation, as well as experimentation and demonstrations for the approaching fiscal year. This CETA evaluation plan, which is likely to be included as part of the Secretary's annual report, will each year provide those who seek out the information some advanced notice of the areas of interest for the upcoming year.

Included in Part B is new authority allowing prime sponsors to volunteer for an evaluation of its Title II programs by the Department (with prime sponsors whose programs show themselves to have been successes being awarded incentive grants).

Title V (National Commission for Employment Policy) research and evaluation: The Commission, which is responsible for examining broad issues of development, coordination and administration of employment and training programs, has as one of it's specific responsibilities to examine and evaluate the effectiveness of the CETA programs and other federal employment and training programs.

The Commission's research interests include studying the impact of energy shortages and new energy developments upon employment and training needs, studying how to achieve full employment, and identifying and assessing the goals and needs of the nation regarding economic growth and work improvements.

Conclusion

The preceding analysis is based on a close reading of the program regulations[7] and the CETA amendments themselves[8]. No summary can do justice to the full content of both these documents. Individuals interested in pursuing CETA funds should be sure to read the law and regulations themselves (for information about where copies of these may be obtained, see footnotes 4 & 8). No statement made here should be taken as the last word.

While major changes in the practices of federal programs are often predicted and rarely occur, it does seem reasonable to claim that if CETA's relations to postsecondary institutions are not presently turning a corner, they are at least entering a new curve in the road. A recent development that may be more than a symbol of all this is the naming of Dr. Charles B. Knapp, a 32 year old former economics professor, to be Director of CETA within the Department of Labor. He will be the first director the program has had. Dr. Knapp has been with DOL since 1977, where he has worked as a special assistant to Secretary Marshall on various projects. Previously he was an assistant professor of economics at the University of Texas in Austin and served as a consultant to the Ford Foundation.[9]

Whether or not Dr. Knapp gives the role of postsecondary institutions in CETA greater public visibility may not matter much. The changes Congress has accomplished, combined with the existing provisions of the CETA law, offer postsecondary institutions across the country wide and flexible opportunities to become involved. The rest is in the hands of postsecondary institutions themselves.

APPENDIX A – EVOLUTION OF CETA LAW
PROGRAM TITLES ONLY

ORIGINAL CETA LAW 1973	AS AMENDED, 1974	AS AMENDED, 1977	CETA REENACTMENT 1978
TITLE I – Comprehensive Manpower Services	→	→	
TITLE II – Public Employment Programs	→	→	TITLE II – COMPREHENSIVE EMPLOYMENT & TRAINING SERVICES
TITLE III – Special Federal Responsibilities Part A – Special Target Groups Part B – Research, Training & Evaluation	→	→	TITLE III – SPECIAL FEDERAL RESPONSIBILITIES Part A – Special National Programs and Activities Part B – Research, Training and Evaluation
		Part C – Youth Employment and Demonstration Projects	
TITLE IV – Job Corps	→		TITLE IV – YOUTH PROGRAMS Part A – Youth Employment & Demonstration Projects Part B – Job Corps Part C* – Summer Youth Program
	Title VI Emergency Public Service Employment	→	TITLE VI – COUNTERCYCLICAL PUBLIC SERVICE EMPLOYMENT
			TITLE VII – PRIVATE SECTOR OPPORTUNITIES FOR THE ECONOMICALLY DISADVANTAGED
		TITLE VIII Young Adult Conservation Corps →	TITLE VIII – YOUNG ADULT CONSERVATION CORPS

*Section 304 (a) (3) is incorporated as Part C of TITLE IV.

Compiled by: Judy Meyer, Institute of Labor and Industrial Relations, University of Houston, November 21, 1978.

Printed in "The Coordination of Vocational Education Programs with CETA," Information Series No. 151 of the National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

APPENDIX B

THE DEPARTMENT OF LABOR ALLOCATES CETA DOLLARS

TO

PRIME SPONSORS FOR DELIVERY OF SERVICES WITHIN THEIR JURISDICTIONAL AREAS (From TITLES II; IV & VI)	GOVERNORS (From TITLE II)	NATIVE AMERICAN ENTITIES (From TITLES III; IV & VI)	MIGRANT & SEASONAL FARM WORKER ORGANIZ. (From TITLES III & IV)
85% of total funds allocated for Title II (A, B, C, & D) and for Title VI 75% of total funds allocated for Title IV-A (subparts 2 and 3) ELIGIBLE UNITS OF LOCAL GOVERNMENT (cities, counties, or consortia) STATES (for services to areas not covered by other prime sponsors) RURAL CONCENTRATED EMPLOYMENT PROGRAMS (CEPs) (limited number of existing CEPs)	6% of all funds available for Title II (parts A, B, & C) for SUPPLEMENTAL VOCATIONAL EDUCATION 1% of all funds available for Title II (parts A, B, & C) for SUPPORT TO THE STATE EMPLOYMENT & TRAINING COUNCIL (SETC) 1% of all funds available for Title II (ALL PARTS) FOR COORDINATION AND LINKAGES WITH EDUCATIONAL AGENCIES AND INSTITUTIONS 4% of all funds available for Title II (parts A, B, & C) for GOVERNOR'S COORDINATION AND SPECIAL SERVICES	NO LESS THAN 4.5% of total funds allocated for Title II (parts A, B, & C) NO LESS THAN 2% of total funds allocated for Title II-D 2% of funds available for Title IV-A (subpart 2) 2% of funds available for Title IV-A (subpart 3) NO LESS THAN 2% of total funds allocated for Title VI	NO LESS THAN 5% of total funds allocated for Title II (Parts A, B, & C) 2% of funds available for Title IV-A (subpart 2) 2% of funds available for Title IV-A (subpart 3)

Compiled by: Judy Meyer, Institute of Labor and Industrial Relations, University of Houston, November 21, 1978. Printed in "The Coordination of Vocational Education Programs with CETA," Information Series No. 151 of the National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

APPENDIX C

FORMULAS FOR ALLOCATING CETA FUNDS TO SPONSORS

	FOR FY '79	FOR FY '80-'82
TITLE II (PARTS A, B & C)		
85% of total funds for II-A,B,C to be distributed to prime sponsors in each of the four fiscal years (FY '79-FY '82)	• 50% relative funds received in FY '78 • 37½% relative number of unemployed • 12½% relative number of low-income adults	• 2/3 of the funds to sponsors will be allocated based on the formula shown for FY '79 • 1/3 of the funds allocated based on relative number of unemployed persons residing in Areas of Substantial Unemployment (ASU) within jurisdiction[1]
TITLE II (PART D)		
85% of total funds to be distributed to prime sponsors in each of the four fiscal years (FY '79-FY '82)	• 25% relative number of unemployed residents • 25% relative number of unemployed residents in in excess of 4½% unemployment rate • 25% relative number of unemployed residents in ASUs[1] • 25% relative number of low-income adults	SAME FORMULA AS SHOWN FOR FY '79, HOWEVER, NOTE CHANGE IN ASU DEFINITION[2]
TITLE VI		
85% of total funds to be distributed to prime sponsors in each of the four fiscal years (FY '79-FY '82)	• 50% relative number of unemployed residents • 25% relative number of unemployed in ASUs[1] • 25% relative number of unemployed residents in excess of 4½%	SAME FORMULA AS SHOWN FOR FY '79, HOWEVER, NOTE CHANGE IN ASU DEFINITION[2]

TITLE IV-A (Subpart 2)	FOR FY '79 & FY '80
(YOUTH COMMUNITY CONSERVATION & IMPROVEMENT PROJECTS)	
75% of total funds to be distributed to prime sponsors in FY '79 and FY '80	• All based on relative number of unemployed

TITLE IV-A (Subpart 3)	
(YOUTH EMPLOYMENT AND TRAINING PROGRAMS)	
75% of total funds to be distributed to prime sponsors in FY '79 and FY '80	• 37½% relative number unemployed • 37½% relative number of unemployed residents in ASUs[2] • 25% relative number of low-income adults

[1] ASU refers to areas where the average unemployment rate is at least 6½% for any three consecutive months within the most recent 12-month period.

[2] ASU refers to areas which have an average unemployment rate of at least 6½% for the most recent 12-months.

Compiled by: Judy Meyer, Institute of Labor & Industrial Relations, University of Houston, November 13,1978.

Printed in "The Coordination of Vocational Education Programs with CETA," Information Series No. 151 of the National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

APPENDIX D - CETA FUNDING

Fiscal 1979 Appropriations
Fiscal 1980 Budget Requests*

The major jobs titles	'79 $	'79 jobs	'80 $	'80 jobs
Title II-D	$2.516 b.	267,000	$2.536 b.	267,000
Title VI	$3.474 b.	358,000	$2.190 b.	200,000

Other	fiscal 1979		fiscal 1980	
Title II B & C (no breakdown for B & C available)	$1.914 b.		$2.54 b.	
Title III (A & B)	$371.6 m.		$326.1 m. (some funds reprogrammed from FY '79)	
Part A		$327.7 m.		$283.9 m.
Part B		$ 43.9 m.		$ 42.2 m.
		$371.6 m.		$326.1 m.
Title IV-Part A	$714.0 m.		$931.9 m.	
Subpart 1		$107.1 m.		$ 0 m.
Subpart 2		$107.1 m.		$134.0 m.
Subpart 3		$499.8 m.		$797.9 m.
		$714.0 m.		$931.9 m.
Title IV-Part B	$296.0 m.		$415.7 m.	
Title IV-Part C	$740.2 m.		$533.2 m. ($122 m. reprogrammed)	
Title VII	not authorized in fiscal 1979		$400 m. ($75 m. to be reprogrammed)	

Abbreviations

b. = billion
m. = million

For names of programs to supplement title names, see Appendix A.

* At the time this table was being drawn up, the Labor-HEW appropriations bill for fiscal 1980 had not yet passed Congress. The figures for fiscal 1980 included here are the amounts which the Carter Administration requested when it submitted its budget to Congress in January of 1979. The actual funds to be appropriated for these programs will be determined by the soon-to-be-passed appropriations bill.

Source: the above information was provided courtesy of the Budget Office of the Employment and Training Administration, Department of Labor, Washington, D. C.

Footnotes

1. This information is based on a conversation by the author with Dr. Howard Rosen, Director of the Office of Research and Development in the Employment and Training Administration, among others. In the future, information about the rate of participation of postsecondary institutions in CETA should become available. Beginning this year, each prime sponsor is required to include in its annual plan a list of the specific contracts it awarded during the previous year to institutions which provided training programs (section 103 (b)(13)). Furthermore, the Secretaries of Labor and HEW are now required to report to Congress "on the extent to which social services, community colleges, area vocational and technical schools and other vocational education agencies and institutions and vocational rehabilitation agencies are being utilized to carry out training programs supported in whole or in part under this and related Acts." (Section 127(b)).

2. The National Center for Research in Vocational Education, "The Coordination of Vocational Education Programs with CETA,"Information Series No. 151, National Center publications, Ohio State University, Columbus, Ohio, 1979, p. 4.

3. Office of Governmental Affairs, American Association of Community and Junior Colleges, "The 1978 CETA Act: How AACJC Can Participate," p. 14. January 10, 1979 (Copies available from AACJC).

4. Final regulations for Titles I, II, VI, and VII were published in the Federal Register on April 3, 1979. Final regulations for the Summer Youth Program (Title IV-Part C) were published on March 6, 1979; in the FR. Copies of both sets of regulations are available for free from the Administrator, Office of Comprehensive Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W., Washington, D.C. 20213., telephone: (202)376-6254.

5. "Summer Jobs to Top 1.6 Million," Local Government Funding Report, May 21, 1979, Vol. VII, No. 21, p. 3. Government Information Services, Washington, D. C.

6. Stimson, Jim, "Conference of Mayors Starts Cooperative Project," Education Funding News, April 3. 1979, Vol. IX, No. 14, p. 4. Education Funding Research Council, Washington, D. C.

7. See footnote 4.

8. P.L. 95-524. For a copy of the law, contact your Congressmen's or Senator's office.

9. "Labor Department Creates New CETA Directorship," Local Government Funding Report, May 28, 1979, Vol. VII, No. 22, p. 3. Government Information Services, Washington, D. C.

INSTITUTE OF POLICY SCIENCES AND PUBLIC AFFAIRS
DUKE UNIVERSITY

WORKING PAPERS

573 MUDDLING THROUGH ANALYTICALLY, by James W. Vaupel, May 1973. ($2.50)

973 THE EFFECT OF LEGITIMATE OPPORTUNITIES ON THE PROBABILITY OF PAROLEE RECIDIVISM, by Philip J. Cook, September 1973. ($3.00)

1073 MULTIDIMENSIONAL UTILITY MODELS FOR RISKLESS AND RISKY DECISION-MAKING: THEORY AND EXPERIMENTAL APPLICATION, by Gregory W. Fischer, October 1973. ($3.00)

474 BLACK-OWNED LAND: PROFILE OF A DISAPPEARING EQUITY BASE, by Lester M. Salamon, April 1974. ($3.00)

8741 THE TIME DIMENSION IN POLICY EVALUATION: THE CASE OF THE NEW DEAL LAND REFORM EXPERIMENTS, by Lester M. Salamon, August 1974. ($3.00)

8742 PROFESSIONALISM AND ACCOUNTABILITY: CONTROLLING HEALTH SERVICES IN THE UNITED STATES AND WEST GERMANY, by Deborah Stone, August 1974. ($2.50)

1074 DEALING WITH ORGANIZATIONAL RIGIDITY IN PUBLIC SCHOOLS: A THEORETICAL PERSPECTIVE, by Willis D. Hawley, October 1974. ($3.00)

3752 THE IMPLICIT CIVICS CURRICULUM: TEACHER BEHAVIOR AND POLITICAL LEARNING, by Willis D. Hawley and William G. Cunningham, March 1975. ($3.00)

475 MEASURING THE PERFORMANCE OF TRANSIT SERVICE, by Gorman Gilbert and Jarir S. Dajani, April 1975. ($3.00)

5751 USING DECISION ANALYSIS TO STRUCTURE AN ETHICAL DILEMMA, by James W. Vaupel, May 1975. ($2.50)

5752 TERMINATION: HOW THE MASSACHUSETTS DEPARTMENT OF YOUTH SERVICES CLOSED THE PUBLIC TRAINING SCHOOLS, by Robert D. Behn, May 1975. ($3.50)

975 ECONOMIC POWER AND POLITICAL INFLUENCE: THE IMPACT OF INDUSTRY STRUCTURE ON PUBLIC POLICY, by Lester M. Salamon and John J. Siegfried, September 1975. ($3.00)

1075 VALUE ROOTS OF SYMBOLIC RACISM, by John B. McConahay and Joseph C. Hough, Jr., October 1975. ($3.00)

1275 THE CONCEPTS OF ANALYTICAL THINKING (Preface and Chapter 1 of *Analytical Thinking for Busy Decision-Makers*), by Robert D. Behn and James W. Vaupel, December 1975. ($2.50)

976 THE PROTOTYPAL DECISION DILEMMA (Chapters 2 and 3 of *Analytical Thinking for Busy Decision-Makers*), by Robert D. Behn and James W. Vaupel, August 1976. ($3.00)

476 POLICY-MAKING IN CONGRESSIONAL COMMITTEES: THE IMPACT OF "ENVIRONMENTAL" FACTORS, by David E. Price, April 1976. ($3.00)

4761 HORSES BEFORE CARTS: DEVELOPING ADAPTIVE SCHOOLS AND THE LIMITS OF INNOVATION, by Willis D. Hawley, April 1976. ($3.00)

4762 A LIFESPAN UTILITY MODEL: ASSESSING PREFERENCES FOR CONSUMPTION AND LONGEVITY, by Gregory W. Fischer and James W. Vaupel, April 1976. ($2.50)

4763 TEACHERS, CLASSROOMS, AND THE EFFECTS OF SCHOOL DESEGREGATION ON EFFORT IN SCHOOL: A "SECOND GENERATION" STUDY, by Willis D. Hawley, April 1976. ($3.00)

8761 CITIZEN COOPERATION WITH THE CRIMINAL JUSTICE SYSTEM: A DURHAM OBSERVATORY REPORT, by Philip J. Cook and Gregory W. Fischer, August 1976. ($3.00)

8762 URBAN POLITICS, URBAN POLICY, CASE STUDIES AND POLITICAL THEORY, by Lester M. Salamon, August 1976. ($2.50)

8763 PUNISHMENT AND CRIME: A CRITIQUE OF CURRENT FINDINGS CONCERNING THE PREVENTIVE EFFECTS OF PUNISHMENT, by Philip J. Cook, August 1976. ($3.00)

8764 HEALTH RESOURCE ALLOCATION AND QUALITY OF CARE MEASUREMENT IN A SOCIAL POLICY FRAMEWORK, by Joseph Lipscomb, August 1976. ($3.00)

9761 HEALTH STATUS MAXIMIZATION AND MANPOWER ALLOCATION, by Joseph Lipscomb, Lawrence E. Berg, Virginia L. London, and Paul A. Nutting, September 1976. ($4.00)

1076 THINKING ABOUT UNCERTAINTY (Chapter 8 of *Analytical Thinking for Busy Decision-Makers*), by Robert D. Behn and James W. Vaupel, October 1976. ($3.00)

1176 TERMINATION II: HOW THE NATIONAL PARK SERVICE ANNULLED ITS "COMMITMENT" TO A BEACH EROSION CONTROL POLICY AT THE CAPE HATTERAS NATIONAL SEASHORE, by Robert D. Behn and Martha A. Clark, November 1976. ($3.50)

12761 THE USES OF SOCIAL SCIENCE IN TRIALS WITH POLITICAL AND RACIAL OVERTONES: THE TRIAL OF JOANN LITTLE, by John B. McConahay, Courtney J. Mullin and Jeffrey T. Frederick, December 1976. ($3.00)

12762 WHY DECISION ANALYSIS IS RARELY USED AND HOW IT CAN BE, by Robert D. Behn and James W. Vaupel, December 1976. ($3.00)

12763 THE INNER-CITY LANDLORD IN THE URBAN SOUTH: A CLOUD WITH A SILVER LINING, by Lester M. Salamon, December 1976. ($3.00)

177 INCOME SUPPORT POLICIES AND THE FAMILY, by Colin C. Blaydon and Carol B. Stack, January 1977. ($2.50)

3771 LEGAL RESTRICTIONS ON INPUT SUBSTITUTION IN PRODUCTION: THE CASE OF GENERAL DENTISTRY, by Joseph Lipscomb, March 1977. ($3.00)

3772 THE IDEOLOGICAL BACKDROP OF AMERICAN FOREIGN POLICY: DOMESTIC REFORMERS AND WORLD WAR I, by David E. Price, March 1977. ($3.00)

3773 DETERMINISTIC MODELS FOR PRODUCTION OF SERVICES WITH STOCHASTIC TECHNOLOGY, by Joseph Lipscomb and David Zalkind, March 1977. ($2.50)

JRKING PAPERS (continued)

4771 A CROSS-CULTURAL STUDY OF SEXUAL PERMISSIVENESS, SEX-ROLE RIGIDITY AND VIOLENCE, by John B. McConahay and Shirley Frey McConahay, April 1977. ($2.50)

4772 ATTITUDES AND NON-ATTITUDES IN THE BELIEF SYSTEMS OF MASS PUBLICS: A FIELD STUDY, by George D. Bishop, David L. Hamilton and John B. McConahay, April 1977. ($3.00)

4773 EARLY DEATH: AN AMERICAN TRAGEDY, by James W. Vaupel, April 1977. ($3.00)

577 TERMINATION III: SOME HINTS FOR THE WOULD-BE POLICY TERMINATOR, by Robert D. Behn, May 1977. ($3.00)

5771 QUANTIFICATION OF SUBJECTIVE VALUE TRADEOFFS IN POLICY ANALYSIS: THE MULTIATTRIBUTE UTILITY THEORY APPROACH, by Gregory W. Fischer, May 1977. ($3.50)

5772 PHYSICIANS AS GATEKEEPERS: THE ORGANIZATIONAL USES OF MEDICAL CERTIFICATION, by Deborah A. Stone, May 1977. ($3.50)

7771 COMPETITION AMONG HEALTH INSURERS, by H. E. Frech III and Paul B. Ginsburg, July 1977. ($3.00)

7772 QUICK ANALYSIS, by Robert D. Behn and James W. Vaupel, July 1977. ($2.50)

877 THE WILLINGNESS-TO-PAY CRITERION AND PUBLIC PROGRAM EVALUATION IN HEALTH, by Joseph Lipscomb, August, 1977 ($3.00)

977 IS IT THE BUSES OR THE BLACKS? SELF INTEREST VERSUS SYMBOLIC RACISM AS PREDICTORS OF OPPOSITION TO BUSING IN LOUISVILLE, by John B. McConahay and Willis D. Hawley, September 1977. ($3.00)

1077 THE EFFECT OF GUN AVAILABILITY ON ROBBERY AND ROBBERY MURDER: A CROSS-SECTION STUDY OF 50 CITIES, by Philip J. Cook, October 1977. ($3.00)

1177 THE IMPACT OF FLAT-TIME SENTENCING LEGISLATION ON PRISON POPULATION AND SENTENCE LENGTH: A CALIFORNIA CASE STUDY, by Daniel Nagin, November 1977. ($3.00)

1277 CRIME RATES, SANCTION LEVELS, AND CONSTRAINTS ON PRISON POPULATION, by Daniel Nagin, December 1977. ($3.00)

178 WILLINGNESS-TO-PAY FOR PROBABILISTIC IMPROVEMENTS IN FUNCTIONAL HEALTH STATUS: A PSYCHOLOGICAL PERSPECTIVE, by Gregory W. Fischer, January 1978. ($3.00)

1782 ANALYTICAL THINKING FOR BUSY DECISION MAKERS Chapters 5 and 6: The Double-Risk Decison Dilemma/ Building Upon the Basic Dilemma With a Multi-Cut Analysis, by Robert D. Behn and James W. Vaupel, January 1978. ($3.00)

278 DESEGREGATION AND BLACK ACHIEVEMENT, by Robert L. Crain and Rita E. Mahard (National Review Panel on School Desegregation Research), February 1978. ($3.00)

378 LIFE CYCLE AND THE AMERICAN FAMILY· CURRENT TRENDS AND POLICY IMPLICATIONS, by Z. I. Giraldo and J. M. Weatherford, March 1978. ($3.00)

478 RANDOM VS. FIXED COEFFICIENT QUANTAL CHOICE MODELS: An empirical Comparison, by Gregory Fischer and Daniel Nagin, April 1978. ($3.00)

4782 THE IMPACT OF REFORM: THE HOUSE COMMERCE SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS, by David Price, May 1978. ($3.00)

578 CREST STREET: A FAMILY/COMMUNITY IMPACT STATEMENT, by Elizabeth Friedman, May 1978. ($2.50)

678 APPLES AND DOMINOES: THE NORTHERN TIER AS CRUCIBLE FOR POSTWAR AMERICA, by Bruce Robellat Kuniholm, June 1978. ($2.50)

778 THE PROSPECTS FOR SAVING LIVES: A POLICY ANALYSIS, by James W. Vaupel, July 1978. ($4.00).

878 THE EFFECTS OF SCHOOL DESEGREGATION UPON STUDENT RACIAL ATTITUDES AND BEHAVIOR: A Critical Review of the Literature and a Prolegomenon to Future Research, by John B. McConahay, August 1978. ($2.50)

8781 LIFE, LIBERTY AND THE PURSUIT OF SELF-HAZARDOUS BEHAVIOR, by James W. Vaupel and Philip J. Cook, August 1978. ($3.00)

978 ANALYTICAL THINKING FOR BUSY DECISION MAKERS Chapter 7: Point Estimates are not Good Enough Lessons from the Spending Shortfall, by Robert D. Behn and James W. Vaupel, September 1978. ($2.50)

1078 ALL'S FAIR IN LOVE AND WORK? POVERTY, JUSTICE AND THE REDISTRIBUTION OF WEALTH, by Jennifer Hochschild, October 1978. ($2.50)

WORKING PAPERS (continued)

#10781 TAX POLICY AND THE DUAL-INCOME FAMILY: THE "MARRIAGE TAX" AND OTHER INEQUITIES, A Family Impact Statement, by Z.I. Giraldo, October, 1978. ($3.50)

#1178 REACTIONS TO BUSING IN LOUISVILLE: SUMMARY OF ADULT OPINIONS IN 1976 AND 1977, by John B. McConahay and Willis D. Hawley, November, 1978. ($3.00)

#11781 CONSTITUTIONAL PROTECTION FOR THE PRIVATE REALM OF THE FAMILY, by Sarah H. Ramsey, November, 1978.($2.50)

#11782 ANALYTICAL THINKING FOR BUSY DECISION MAKERS Chapter 11: Compound Decision Dilemmas Rufus Edmisten, Ruth Mason and Light Beer, by Robert D. Behn and James W. Vaupel, November, 1978 ($3.00).

679 THE E.R.A. AND THE FAMILY: AN ANALYSIS OF STATE EQUAL RIGHTS LEGISLATION, by Z.I. Giraldo, June, 1979 ($3.50)

791 THE NEW MYTHOLOGY OF SCHOOL DESEGREGATION, by Willis D. Hawley, ($2.50).

579 POLICY IDEA: FREE SOCIAL SECURITY RECIPIENTS FROM the SOCIAL SECURITY TAX, by James W. Vaupel, May, 1979. ($1.50).

979 PRICES, PRODUCTIVITY, PROFESSIONALISM, AND THE REGULATORY STRUCTURE OF DENTISTRY, by Joseph Lipscomb, July 1979. ($4.50).

#1079 WHAT DEMOGRAPHIC DIFFERENCE DOES IT MAKE THAT THE FRAIL DIE FIRST?: A MODEL OF MORTALITY AND SOME SUGGESTIVE RESULTS BASED ON SWEDISH MORTAILITY SINCE 1778, by James W. Vaupel, Kenneth G. Manton and Eric Stallard, October, 1979. ($3.00).

#10791 THE STATUS OF CHILDREN'S RIGHTS IN SEVEN SOUTHERN STATES...A Summary Report, by Stephen W. Bricker and Sarah H. Ramsey, October, 1979. ($3.00).

#10792 PUBLIC OPINION, POLLING AND THE PRESS: THE RACE FOR THE PRESIDENCY, by C. Anthony Broh, October, 1979. ($3.00).

#10793 POLICY ANALYSIS AND POLICY POLITICS, by Robert D. Behn, October, 1979. ($3.00).

#1179 RESEARCH IN CRIMINAL DETERRENCE: LAYING THE GROUNDWORK FOR THE SECOND DECADE, by Philip J. Cook, November, 1979. ($3.00).

#11791 EMPLOYMENT AND FAMILIES IN MECKLENBURG COUNTY, NORTH CAROLINA, by Carol B. Stack, Z. I. Giraldo, Robert Kelly, et al., November, 1979. ($4.50).

#1279 WHETHER BELLWETHERS OR WEATHER-JARS INDICATE ELECTION OUTCOMES, by . Anthony Broh, December, 1979. ($3.00).

#12791 FIGHTING THE NEXT WAR: OR PREPARING TO ANALYZE THE NEXT CRISIS, by Robert D. Behn and James W. Vaupel, December, 1979. ($3.00).

#280 HOW POSTSECONDARY EDUCATION CAN PLAY A GREATER ROLE IN CETA PROGRAMS, by Lucy Knight, September, 1979. ($2.50).

Checks should accompany all orders and be made payable to the Institute of Policy Sciences. Prices are subject to change without notice. Please send orders to:

Working Papers
Institute of Policy Sciences
4875 Duke Station
Durham, NC 27706